

Science Curriculum Overview

Year 1 and 2 - Year A



Autumn 1	Autumn 2
Animals, including humans	Animals, including humans
<p style="text-align: center;">Comparing animals</p> <p>Studying both local and global animals, children recognise common characteristics and physical features. They use this information to make comparisons and classify animals. Pupils consider the most effective way to collect data about class pets and record their findings in a block chart. They develop their understanding of classification by comparing the dietary habits of different animals and role play as Jane Goodall carrying out research into chimpanzees in the wild.</p>	<p style="text-align: center;">Sensitive Bodies</p> <p>Familiarising themselves with the basic parts of the human body, children investigate their senses through stimulating experiences that highlight how we interact with the world around us. They work scientifically, using their senses to make observations, spot patterns and use data to answer questions. They develop an understanding of how science can support those who have lost sensory function and consider how firefighters use their senses at work.</p>
Spring 1	Spring 2
Materials	Animals, including humans
<p style="text-align: center;">Everyday Materials</p> <p>Identifying the difference between objects and materials, children explore their surroundings to find examples of each. They work scientifically by planning tests, making observations and recording data and then use results to answer questions and sort and group materials based on their properties.</p>	<p style="text-align: center;">Life cycles and health</p> <p>Studying the life cycles of various animals, children learn what animals need to survive and how they change over time. Pupils collect data that allows them to observe changes in their peers, while also developing their ability to take measurements and record data. They consider how scientific knowledge helps people to make healthy choices.</p>
Summer 1	Summer 2
Materials	Making Connections
<p style="text-align: center;">Uses of everyday materials</p> <p>Building on their knowledge of everyday materials and their properties, pupils learn that materials are suited to specific purposes and explore how actions such as stretching and bending affect the shape of solid objects. They compare the suitability of materials; gather and record data in tables and block graphs and use their results to answer questions. They also learn about the harmful effects of plastic and explore eco-friendly alternatives.</p>	<p style="text-align: center;">Making connections between their science learning from throughout the year, pupils apply key knowledge and work scientifically to answer an enquiry question.</p>

Science Curriculum Overview

Year 1 and 2 - Year B



Autumn 1	Autumn 2
<p style="text-align: center;">Plants</p>	<p style="text-align: center;">Living things and their habitats</p>
<p style="text-align: center;">Introduction to plants</p> <p>Venturing outside, children identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They use magnifying glasses to observe and name plant parts and draw and label diagrams of flowers. Children closely observe leaves and sort them into groups based on their appearance. They use non-standard units to measure leaf length and record their observations in a table. Pupils investigate if beans need water for growth and identify edible plant parts.</p>	<p style="text-align: center;">Habitats</p> <p>Considering the life processes that all living things have in common, pupils classify objects into alive, was once alive or has never been alive. They explore global habitats, naming plants and animals that can be found there and learn how a range of different living things depend on each other for food or shelter. They then explore this further by creating food chains to show the sequence that living things eat each other for energy to grow and stay healthy</p>
<p style="text-align: center;">Spring 1</p>	<p style="text-align: center;">Spring 2</p>
<p style="text-align: center;">Forces, Earth and Space</p>	<p style="text-align: center;">Living things and their habitats</p>
<p style="text-align: center;">Seasonal changes</p> <p>Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. They explore how seasonal changes affect trees, daylight hours and our choices about outfits. They plan and carry out their own weather reports, considering the knowledge required for this job.</p>	<p style="text-align: center;">Microhabitats</p> <p>Developing their understanding of scientific enquiry, children learn that scientists use a range of skills to answer questions. They discover that microhabitats provide what minibeasts need to survive and carry out a survey to find out where different minibeasts live in the school grounds. They practise asking scientific questions and follow a method to investigate which conditions woodlice prefer. Pupils explore the job role of a botanist by identifying flowering plants.</p>
<p style="text-align: center;">Summer 1</p>	<p style="text-align: center;">Summer 2</p>
<p style="text-align: center;">Plants</p>	<p style="text-align: center;">Making Connections</p>
<p style="text-align: center;">Plant growth</p> <p>Carrying out comparative tests, pupils identify the conditions required for seed germination and compare these to the survival needs of plants in later growth phases. Pupils use rulers to measure stem growth and record data in a table. They use their results to conclude that plants need water, light and a suitable temperature to grow and stay healthy. Children identify the stages in a plant's life cycle and discover how humans impact plants in the environment.</p>	<p style="text-align: center;">Making connections between their science learning from throughout the year, pupils apply key knowledge and work scientifically to answer an enquiry question.</p>